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Identifying Teaching Effectiveness: Using Student Skill Surveys, Speech Evaluations, and Quiz Scores to Inform Instruction

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ABSTRACT

This paper suggests an instrument for measuring students' self perceptions of improvement in public speaking skills, i.e., a skill survey, and a method to inform and improve instruction by looking at results from that survey in combination with instructor evaluation forms for persuasive speeches, quiz scores, and an information literacy measure. Data were collected from students enrolled in a public speaking course at Embry-Riddle Aeronautical University. Background on the survey development and the method is provided along with results and discussion.

Institutional assessment and program reviews represent situations in which faculty may be asked to undertake a systematic review of student learning outcomes in the basic communication course to demonstrate how well those outcomes were met. In addition to meeting an accountability function in those situations, assessment can serve the function of continuous improvement (Ewell, 2008). This paper suggests an instrument for measuring students' self perceptions of improvement in public speaking skills, i.e., a skill survey, and a method to inform and improve instruction by looking at survey results in combination with instructor evaluation forms for persuasive speeches, quiz scores, and an information literacy measure. The tools and method suggested here were collected as part of our institution's accreditation process. The primary purpose of this paper, however, is to describe these tools and their use in a framework for improving instruction in a public speaking course. To accomplish this end, the rationale for development of the student skill survey, its use alone and in combination with other measures will be presented. It is helpful to begin with background on the course and institutional information.

The data were gathered from a semester-long basic communication course. This lower division course had a public speaking orientation and was taught in a face-to-face format. The course included some hybrid elements of group communication and interpersonal skills (Morreale, Hugenberg, & Worley, 2006). The course was taught at Embry-Riddle Aeronautical University (ERAU) in Prescott, AZ. ERAU has two residential campuses and over 140 smaller

campuses worldwide. Prescott's campus has a population of approximately 1700 students with majors divided between three colleges: Engineering (38%), Aviation (36%), and Arts and Sciences (25%). This basic public speaking course was required for all majors to meet a general education requirement. The average class size was 20 students when the data were gathered. Most of the sections (over 75% each semester) were taught by full-time faculty. The other sections were taught by adjunct faculty, who had taught the course for several years. All sections used a common syllabus and textbook; however, each instructor determined the assignments for the section. Faculty teaching sections during the 2008-2009 academic year asked students to complete a student skill survey.

Service-Learning

This investigation began with a motivation to identify the effectiveness of service-learning. Service-learning was introduced by one instructor in several sections of this basic public speaking course. Service-learning was a good fit, because communication is a practical discipline that can contribute to society through service (Applegate & Morreale, 1999). Service-learning provides service opportunities for students to apply course content in practical situations, and the method has increased in popularity in the field of communication. Oster-Aaland, Sellnow, Nelson, and Pearson (2004) reported that 63% of the reporting institutions participating in a 2001 survey placed up to quarter of their students in service-learning projects. An additional 26% placed between 26 and 50% of their students. The additional 11% placed more than half of their students in service-learning projects. Students realize many benefits from service-learning: helping them understand course material better, enjoying learning, liking service, receiving a professional development benefit, and gaining skills, experience, and confidence in their abilities and skills (Isaacson & Saperstein, 2005.) Evidence suggests service-learning is prevalent in communication, yet no standard methods of assessing the effectiveness of service-learning pedagogy appeared in the literature at the time when service-learning was introduced into this basic public speaking course.

Student Skill Survey

To address the need for an assessment measure and the gap in the literature, an instrument was developed using a theoretical framework and method to assess learning in communication (Blomstrom & Tam, 2008, 2009, 2010). The approach employed a survey based on discipline-defined criteria directly related to the course's stated outcomes, which provided evidence of change in the level of skills and knowledge expected for students who have completed one college speech course. Items were primarily drawn from a list of speaking and listening competencies expected for college having completed one college speech course available on the National Communication Association website (Morreale, Rubin, & Jones, 1998). Additional items for personal skills and team skills were gleaned from the Commission

on Public Relations Education report, *The Professional Bond* (Turk, 2006). Selected items were divided into five factors: content, organization, delivery skills, personal skills, and team skills. The student learning outcomes for the speech course with the related factors from the survey are listed below:

1. Demonstrate increased abilities in speech, personal communication, and career communication. (Content, organization, delivery, personal skills and team skills)
2. Demonstrate the presentation of speeches to inform and to persuade. (Content, delivery, and organization)
3. Lead or participate in group discussions reaching problem-solving or fact-finding goals, and respond to comments and questions from the audience while maintaining objectivity. (Personal skills and team skills)
4. Maintain group cohesiveness by using task and maintenance behaviors. (Personal skills and team skills)
5. Use informative, persuasive, and empathetic listening strategies and write journal entries or reports that describe the results. (Personal skills)

The first data set for this paper included student responses to this survey (Appendix A). Students rated their skills on 57 items using a 5-point scale with 1 representing poor and 5 representing excellent. The items distinguished between content (11), organization (7), delivery (7), team skills (17) and personal skills (15). Students in the basic course completed the survey during the spring of 2008, the 2008-2009 and 2009-2010 academic years. The survey was administered at the beginning (time $_1$) and end of the course (time $_2$). The changes reported by the students from the time$_1$ to time$_2$ provided evidence from the students' perspective that they made gains in those areas. The results were used to assess how well students achieved the five stated learning outcomes in all sections of the course. Additionally comparisons were made between the skill levels reported by students enrolled in service-learning sections with student skills enrolled in other sections. The team assignment was unique for service-learning sections. Some of the other faculty assigned a group speech on a topic decided by the group.

An analysis was performed on data gathered from students at the beginning and at the end of the semester in seven sections (N=112) of the speech course taught at our institution during the fall 2008 semester. Three of the seven sections incorporated service-learning. This time frame, one semester of five in which the survey was conducted, was selected because it was one of the semesters when data were gathered from all sections of the course, and the results were typical. For the seven sections of speech classes taken as a whole, gains were seen in the means of all five factors between the beginning of the semester (pre-test) and the end of the semester (post-test) (see Table 1). The group difference examined under repeated-measure MANOVA was also significant (Wilks' lambda = .35, p <.001). The combination of sample size and effect size was credible (power = 1). The 5-factor construct was also sufficiently robust (partial eta square = 0.65). To further examine which of the 5 factors were responsible for the overall difference observed, a univariate contrast was performed. All five factors were significant (p < .001) after making Bonferronic adjustments (Table 2). The factors were related to the

student learning outcomes for the course and offered one piece of evidence that the outcomes were being met.

Table 1

Self-Assessed Competencies at Beginning and End of Communications Course

Factors	Pre-test *M (SD)*	Post-test *M (SD)*
Content	3.52 (0.48)	4.14 (0.47)
Organization	3.36 (0.60)	3.97 (0.54)
Delivery	3.20 (0.73)	3.92 (0.63)
Team Skills	3.70 (0.45)	4.14 (0.53)
Personal Skills	3.95 (0.47)	4.30 (0.44)

When comparing service learning with other pedagogies, some trends surfaced, but none were significant at <.05. Students in the service-learning sections showed larger gains, particularly in the area of team skills. This finding was consistent with the recent American Association of Community Colleges (AACC) report, which indicated that service-learning students scored significantly higher on 5 out of 6 institutional student learning outcomes (Prentice & Robinson, 2010). The outcomes measured in the AACC study were critical thinking; communication; career and teamwork; civic responsibility; global understanding and citizenship; and academic development and educational success. Global understanding and citizenship was the only outcome mentioned in the AACC report in which students in service-learning did not score significantly higher.

Self Report Measures

The student skill survey measures learning from the student's perspective. Self report measures have met with mixed results in the literature, and an understanding of that research is warranted before student skill survey results are compared with instructor evaluations. Allen's (1989) meta-analysis of communication apprehension reduction found that the correlations from self report measures differed significantly from correlations of observer ratings. The self report measures were consistent in the direction and magnitude of anxiety reduction due to therapy, and the same was true for observer ratings and physiological measurement devices. Dwyer and Fus (2002) looked at communication apprehension, self-efficacy, and self-perceived public speaking competence, and while significant changes occurred in levels on all three measures during the semester, only self-efficacy predicted the grade.

Table 2

Univariate Effects for Self-Assessed Competencies

Contrast	*F*(1,111)	Partial Eta Squared	Power
Content	172.33	0.61	1.000
Organization	135.44	0.55	1.000
Delivery	105.70	0.49	1.000
Team Skills	83.57	0.43	1.000
Personal Skills	84.77	0.43	1.000

Note. All F-tests were significant at $p < .001$.

This finding raised the questions about the relationship between self report measures and grades. The National Center for Higher Education Management Systems (NCHEMS, 1994) issued a report on the feasibility of using various measures as proxy evidence for student development. A section was devoted to "The Special Case of Student Self-Reports," which concluded that results obtained from self-reported data on cognitive attainment would be consistent with more direct measures. Batty (2007) compared students' self reports with pre- and post-college standardized test scores, and course grades. Some limitations in the study resulted in indefinite findings for the aspects most closely related to this paper; however, the author concluded that self-reported learning should be interpreted with caution. In a more recent study by Weiss, Koller, Hess, and Wasser (2005) a statistically significant correlation was found between medical students' self-assessment and the final clerkship grade for written/verbal skills. The literature appears to suggest that self report measures and more direct measures (including grades) tend to move in the same direction, but the magnitude may differ.

Instructor Speech Evaluations

The literature suggested that self report measures would be consistent with more direct measures, which would include instructor evaluations of persuasive speeches. Inconsistencies in the literature may be due to a lack of shared understanding of the terms. This gap could be addressed by incorporating a method to align students' self reported skill ratings with the direct measure being used, in this case instructor evaluations. Establishing a shared understanding of the terms and setting reasonable expectations for achieving those skills would help align the two perspectives. When the skill survey was administered at the start of the course, students were informed that the content was based on expectations for students who had completed one college course in public speaking. They were further instructed that these were the expectations for them at the end of the course. Throughout the course these skills were reinforced, particularly during

speech assignments. For example, the reflection for the informative speech which preceded the persuasive speech, involved the students watching a video of their speeches and answering several specific questions. Students evaluated their speech on several of the same items the instructor used. This method reinforced the goals and standards for the course.

Instructor evaluations for the persuasive speech were chosen as a comparison measure with skill survey results, because the instrument provided the instructor's perspective on the same items measured by the student skill survey. The persuasive speech occurred in the second half of the semester following other speeches, and the evaluation of the persuasive speech provided a measure of public speaking skills. The final grade for the course included papers and quizzes in addition to speech grades. Some students failed to complete all of the assignments, which adversely affected their course grade but may not have affected their speaking skills.

Richlin's (2006) design blueprint provided an organizational format for matching the teaching goal with the learning outcome, the learning experience, and an evaluation plan for each experience (see Appendix B). The *Design Blueprint* includes a segment from the larger table, which included several more learning experiences for each objective, along with additional information such as the source for each learning experience and how the activity would be evaluated. For purposes of this paper, only the student learning outcome and the learning experience were included in the table for illustration purposes. A design blueprint created for each semester provided a way to keep track of changes in the learning experiences over time. Changes in learning experiences may produce changes in instructor evaluations of speeches or in student skill survey responses or both.

The comparison made between the results of the skill survey at $time_2$ and the instructor evaluations for the persuasive speech (Appendix C) were used as a way to view skills from two perspectives. The persuasive evaluation form was a composite of evaluation forms taken from instructor manuals accompanying some of the commonly used textbooks for speech and modified for our use. The instructor manuals accompanied books by Stephen Lucas, Rudolph Verderber, Kathleen Verderber, Deanna Sellnow, and Joseph DeVito. All persuasive speeches were graded using a 5-point scale on items related to content, organization, and delivery. Each student's scores were recorded in Excel.

The time period used for the analysis of the instructor evaluations differed from the time period used for the student survey. The student skill survey results were based on responses from students enrolled during one semester. The analysis of the instructor evaluation forms involved changes attributable to different teaching techniques, which required multiple semesters. The time period for this analysis covered 1½ years from fall 2008 through fall 2009 and included ten sections. The ten sections were taught by one faculty member and incorporated service-learning. Each of the sections followed the same basic course structure with some variation in the order of assignments. Items from the evaluation forms were selected based on how closely the items matched items on the students' self report surveys completed at the end of the terms. A comparison was made between the means of selected items from the instructor evaluations and the means of the corresponding responses to the student skill survey (Table 3). The overall mean

difference between the mean of students' self report level and the mean of the instructor's evaluation was less than 0.10, which indicated reasonable correspondence. Students' self evaluations were not consistently higher, which some literature suggested. The discrepancies provide insights into which areas need better shared understanding.

Table 3

Instructor Persuasive Speech Evaluation and Students Post-test Reported as Means

	Instructor Persuasive Evaluation Mean	Std Dev	Students' Post-Test Mean	Difference
		Fall 08		
Organization	3.97	0.82	3.93	0.04
Content	4.24	1.03	4.14	0.10
Delivery	4.42	0.71	3.86	0.56
		Spring 09		
Organization	3.89	0.82	4.19	-0.30
Content	4.07	1.20	4.12	-0.05
Delivery	4.41	0.77	4.01	0.40
		Fall 09		
Organization	3.80	0.77	4.27	-0.47
Content	4.40	0.80	4.09	0.30
Delivery	4.33	0.72	4.06	0.28

The categories (content, organization, delivery, personal skills, and team skills) were composed of individual items. For this analysis similar items were chosen from the student survey and from the evaluation form. A closer examination of aggregate responses to individual items on the evaluation form revealed that students scored better on gaining attention and interest than on establishing personal credibility. To shed light on the results the design blueprint for the class was employed. Previously students worked in teams to write introductions and conclusions for a given set of topics, which addressed the first student learning outcome for the course. While the exercise seemed to help students think of ways to gain attention and relate the topic to the audience, the students did not display evidence of understanding how to build credibility.

During the Fall 2009 term students were asked to go around the room and state why they were credible on their persuasive speech topics. In Appendix B that learning experience was referred to as Identifying Personal Credibility. Results in Table 4 indicated that personal credibility statements increased relative to a year earlier, possibly due to that change in learning experience. It appears as though personal credibility statements gained at the expense of statements relating the topic to the audience suggesting that an additional learning experience may be useful.

Table 4

Comparison of Mean Instructor Evaluations for Speech Introductions

	Fall 08	Spring 09	Fall 09
Gained attention and interest	4.04	4.29	3.96
Related topic to audience	3.73	4.13	3.43
Established personal credibility	3.73	4.16	3.82

Quiz Scores

The third data set included quiz scores. As mentioned, the final grade included quiz scores and papers in addition to grades for speeches. Students took an online quiz for each chapter in the text. The quizzes were taken from *The Challenge of Effective Speaking 14th Edition*, written by Rudolph Verderber, Kathleen Verderber, and Deanna Sellnow. The course grade included 15 of the 16 chapter quizzes. The students could opt to take 15 quizzes or the lowest score of the 16 would be excluded in the calculation of the final grade. The quizzes consisted of multiple choice and true/false questions from a pool. Students could use their text and notes for the quizzes.

The quiz scores from the same ten sections of the course were used in this analysis. The analysis looked at which chapters had the highest quiz scores and, more to the point, which chapters had the lowest quiz scores. The average quiz scores were compared across sections for Fall 08, Spring 09, and Fall 09. Chapters 2 and 9 were tied in terms of the frequency each occurred with the highest average score per class. The highest quiz scores varied between chapters for different classes. The lowest average scores, however, did not vary beyond two chapters. The chapter which appeared the most often with the lowest score was Chapter 14. Scores for the Chapter 11 quiz were also low, but occurred less often than Chapter 14.

Information Literacy Skills

The final data set referred to in this paper was taken from the results of the Standardized Assessment of Information Literacy Skills (SAILS) for our campus. SAILS, a 45-item knowledge test spanning eight skill sets based on documents from the Association of College and Research Libraries, was administered during the fall of 2009 (Project SAILS, 2010). This work was funded through an assessment grant awarded to a reference librarian with the Christine and Steven F. Udvar-Hazy Library and Learning Center on ERAU's Prescott campus. Literacy skills were being assessed. The results compared our institution with other institutions of the same type and with all other institutions who participated in the study. Items from the SAILS instrument were compared with related items from the student skill survey. Students in the basic course participated in a library instruction session during class time and their responses were collected as part of the SAILS data set.

The student skill survey (Appendix A) indicated an increase in students' self reported level of literacy skills. The SAILS report provided richer data and offered more depth to our understanding of the students' skills. Students at our institution were above the benchmark for similar institutions in terms of selecting finding tools (564 compared with 545 for similar institutions) and searching (548 compared with 535), and about the same as the benchmark for evaluating sources (578 compared with 571). These data suggest that students would benefit from additional time devoted to evaluating sources (See Table 5). An additional source of data supporting this conclusion was an assessment conducted by the library staff in which bibliographies were collected from students in several classes and frequencies were calculated of the types of sources cited by students.

Table 5

Students' Self Report for Literacy Skills

	Pre	Post
Fall 08	3.47	4.04
Spring 09	3.46	4.17
Fall 09	3.65	4.22

Background Information on Service-Learning Projects

Comparisons were made between service-learning and non-service-learning sections for the student skill survey. The other measures discussed in this paper were all collected from service-learning sections of the basic course. Some background information on the service-learning projects is warranted. The service-learning projects involved the development and

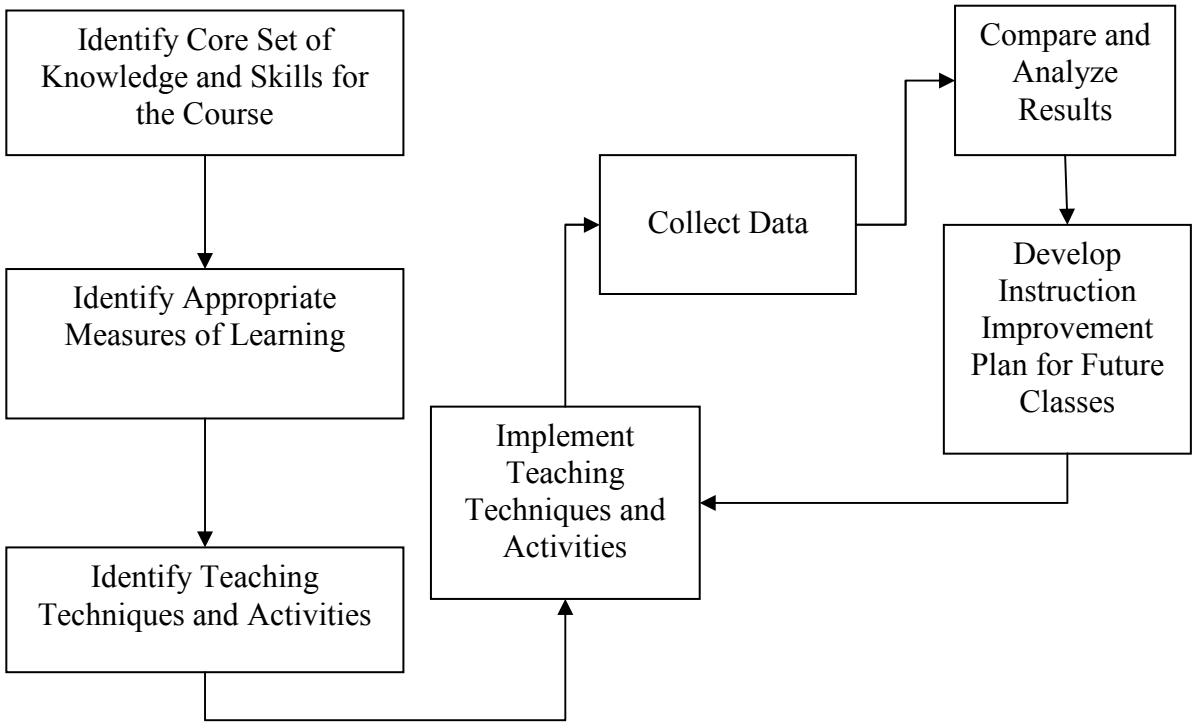
delivery of presentations on STEM (science, technology, engineering, and math) topics by the university students to elementary students. Students presented to participants in a family science program, in the local after-school program, or in the Math & Science Olympics held on campus. In all cases the university students presented to a multi-age audience. The university students led the participants in hands-on projects and demonstrations to reinforce the concepts they were covering in the presentations.

Process

In order to investigate the effectiveness of the pedagogy the process shown in Figure 1 was followed. The core set of knowledge and skills for content, organization, delivery, personal skills, and team skills comprised the student skill survey. The appropriate measures of learning included differences in survey results from $time_1$ to $time_2$, instructor evaluation forms of students' persuasive speeches, quiz scores, and findings from Project SAILS. With the measures identified, a design blueprint table was created to match student learning outcomes with the teaching techniques and activities. Data was collected and analyzed. Through reflection a plan for instructional improvement was developed. The plan typically involved identification of new

Figure 1

Process Map



or revised teaching techniques or activities. These changes were recorded in the new design blueprint outlining the plan for the class. The plan was implemented, data gathered and analyzed, changes were made based on the analysis, and the process continues.

Discussion

Instructor evaluations for persuasive speeches were compared with skill survey responses at the end of the course. Results suggested that the perceptions of the instructor and the students were fairly consistent. Differences between students' perceptions of their skills and instructor evaluation of those skills indicated where improvements were needed and created an opportunity to address the discrepancy by modifying or changing a learning experience. When the discrepancy is identified the modification can be recorded in the design blueprint and subsequent comparisons of the data can be made in the future to determine the extent of improvement. One way to increase the mutual understanding of expectation may involve a better designed learning experience for the observation, analysis, and evaluation of sample speeches.

Scores indicated that items needed to be changed for the Chapter 14 quiz. This chapter was covered near the end of the term, and students may have been less likely to complete the quiz due to competing demands. To see if that was the case a comparison was made with scores for Chapter 15, which was covered later in the semester. The scores for Chapter 15 were higher, so it appeared the issue with Chapter 14 was specific to the items, which needed to be revised.

The SAILS instrument consisted of three particular areas of interest, each measured by multiple items. Results from SAILS suggested more time be spent on evaluating sources. The first task suggested by this finding was to address whether a shared understanding existed with students about how to evaluate sources.

A limitation of this analysis was that although student skill surveys were completed in each section of the course, differences may have occurred in how the survey was administered. Differences in instructions could result in students interpreting some items differently.

Suggestions

The student skill survey can be used in a variety of ways, especially when used as a pre- and post-test comparison. Here it was used as one piece of evidence to investigate whether students in all sections of the course met the student learning outcomes. The results of that investigation identified specific areas in which students in service-learning sections made larger or smaller gains relative to students in other sections. The survey can also be used in conjunction with other instruments, such as instructor evaluations, to obtain multiple perspectives on students' skills. Multiple perspectives for similar items can be particularly useful for an instructor teaching multiple sections, who wants to compare a teaching technique or particular assignment.

Peers and/or community partners can evaluate student presentations using similar items to provide additional perspectives of student skills. Faculty may find it useful to discuss the items in advance of using the measurement to arrive at a shared understanding of each numeric value's corresponding meaning. For example, when evaluating team presentations our community partner had a different interpretation of what was meant by a group coming across as a team. After talking about the item, a shared interpretation was reached so that students would have consistent feedback. Students commented they found feedback from the community partner to be very useful in preparing their presentations. Another way to use persuasive speech evaluation forms (e.g., Appendix C) is to look at the average results for each item in the class. The results can indicate some aspect of speech instruction that needs to be strengthened. That can be accomplished through use of different assignments or teaching techniques.

Using data in the ways suggested in this paper serves to inform instruction. The method put forth in this paper used a student survey, which can be modified for students in junior high, high school, or college. The survey results provided quantitative data that could be compared with other quantitative information. The analysis presented here indicated a correspondence between students and the faculty member on their skill levels in terms of content, organization, and delivery, which are critical components of public speaking. Within those categories, concepts (building credibility) and chapters (Chapter 14) were identified that required additional work. The analysis and reflection provided feedback and guidance for enhancing instruction in an informed way.

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Appendix A - Skill Survey

Skill Survey Class_____ Name_____ Major_____ Date _____ Please respond to these questions by placing an X in the column to the right describing your abilities in each area.	I rate my abilities in this area as:				
	Poor	**Below Ave.**	**Ave.**	**Above Ave.**	**Exc.**
	1	2	3	4	5
Content					
Identify a subject that is relevant to your role as a speaker, your knowledge, concerns, and interests.					
Adapt and narrow topic to the context in terms of audience and setting.					
Locate, evaluate, and use information resources.					
Based on your research, select appropriate support materials based on the topic, audience, setting, and purpose.					
Cite sources appropriately.					
Select language appropriate to the topic, audience, purpose, context, and speaker.					
Choose words to clearly express ideas, to create and maintain interest, and to enhance your credibility.					
Select words that avoid sexism, racism, and other forms of prejudice.					
Communicate ethically.					
Use creativity in writing the speech.					
Identify and create visuals and other presentation aids that support the purpose of the speech.					
Organization					
Organize ideas and contents in patterns that are appropriate to the topic, audience, context, and purpose.					
Adapt speech to audience.					
Write and deliver an effective introduction.					
Write clear and distinct main points.					
Summarize the central message in an effective manner.					
Write effective transitions to establish connections.					
Write and deliver an effective conclusion.					
Delivery					
Demonstrate nonverbal behavior (including emphasis, gestures, posture) that supports the verbal message.					
Use vocal variety to heighten and maintain interest.					
Articulate clearly.					
Maintain eye contact with audience during at least 90% of your speech.					
Speak confidently.					
Speak dynamically.					
Use creativity in the delivery of the speech.					

	I rate my abilities in this area as:				
	Poor	**Below Ave.**	**Ave.**	**Above Ave.**	**Exc.**
	1	2	3	4	5
Team Skills					
Appreciate diverse perspectives of team members.					
Recognize that individual differences can improve the team's outcome.					
Demonstrate professional behavior in team meetings.					
Set and manage realistic agendas.					
Adapt behavior to the task being done.					
Motivate others to participate and work effectively as a team.					
Manage time and resources effectively in accomplishing the team task.					
Communicate team activities (e.g. sharing meeting times and places, sharing contact information, sharing files) with the team effectively.					
Complete tasks assigned in the team in a timely fashion.					
Identify important issues or problems in a team.					
Speak up and share your ideas in a team.					
Identify and manage misunderstandings.					
Manage and resolve team conflicts effectively.					
Negotiate with team members effectively.					
Build consensus in a team.					
Incorporate comments from critiques into the final presentation.					
Demonstrate appropriate interpersonal skills for various contexts.					
Personal Skills					
Respect others.					
Be responsible.					
Be intellectually curious.					
Be a self starter.					
Strive for excellence.					
Demonstrate positive attitude consistently.					
When speaking or listening, demonstrate awareness that each person has a unique perspective.					
Demonstrate awareness that each person's knowledge, experience, and emotions affect listening.					
Recognize main ideas delivered in a presentation.					
Recall basic ideas from listening to presentations.					
Listen to comprehend.					
Accept criticism in a professional manner.					
Always be on time.					
Communicate if you cannot meet an obligation.					
Demonstrate empathy.					

Appendix B

Design Blueprint of Student Learning Outcomes and Learning Experience

Student Learning Outcome	Learning Experience
Demonstrate increased abilities in public speaking, personal communication, and career communication.	Identifying Personal Credibility One-point speech with 3 pieces of supportive material Reflection assignment on informative speech
Demonstrate the presentation of speeches to inform and to persuade (to convince, to activate).	Informative speech Persuasive speech Service-learning team speech
Lead or participate in group discussions reaching problem-solving or fact-finding goals, and respond to comments and questions from the audience while maintaining objectivity.	Persuasive speech Q&A Solve the mystery 12 Angry Men
Maintain group cohesiveness by using task and maintenance behaviors	Service-learning project Rehearsals for service-learning presentations Processing feedback from community partner
Use informative, persuasive, and empathetic listening strategies and write journal entries or reports that describe the results.	Listening triads Effective Listening Checklist Capstone Presentation Analyses

Appendix C

Persuasive Speech Evaluation Form

Name _____ **Topic** _____

The rating scale is: 5=excellent 4=good 3=average 2=fair 1=poor

STRUCTURE (Macro)	
Gained attention and interest	5 4 3 2 1
Related topic to audience	5 4 3 2 1
Established credibility	5 4 3 2 1
Stated claim	5 4 3 2 1
Preview main points	5 4 3 2 1
Main points clear	5 4 3 2 1
Main points related to claim	5 4 3 2 1
Effective transitions	5 4 3 2 1
Main points summarized	5 4 3 2 1
Vivid ending	5 4 3 2 1
STRUCTURE (Micro)	
Clear, vivid language	5 4 3 2 1
Style was novel	5 4 3 2 1
No slang or jargon	5 4 3 2 1
No vocalized pauses (um, uh, ah)	5 4 3 2 1
CONTENT	
Data fully supported main points	5 4 3 2 1
Clear, relevant data	5 4 3 2 1
Credible, recent sources	5 4 3 2 1
Objective sources	5 4 3 2 1
Warrant clear	5 4 3 2 1
Sources cited during speech	5 4 3 2 1
Sources referenced at end of speech	5 4 3 2 1
Content built toward speech goal	5 4 3 2 1
Addressed different learning styles	5 4 3 2 1
Visual aids supported message	5 4 3 2 1
AUDIENCE ADAPTATION PLAN	
Each item addressed adequately	5 4 3 2 1
Clear objectives	5 4 3 2 1
Implementation of plan	5 4 3 2 1
DELIVERY	
Eye contact 90% of the time	5 4 3 2 1
Dynamic presentation	5 4 3 2 1
Communicated enthusiasm for topic	5 4 3 2 1
Facial expressions	5 4 3 2 1
Presented visual aids well	5 4 3 2 1
Nonverbal behaviors support message	5 4 3 2 1
Bibliography	5 4 3 2 1
OVERALL EVALUATION	
Met assignment	5 4 3 2 1
Speech completed within time limit	5 4 3 2 1
Held interest of audience	5 4 3 2 1

Comments: